

**THE INFLUENCE OF USING SELF-REGULATED LEARNING
STRATEGY TOWARDS STUDENTS' WRITING ABILITY
AT THE NINETH GRADE OF SMP MA'ARIF SINDANG
AYU IN THE ACADEMIC YEAR OF 2019/ 2020**

A Thesis

Submitted as a Partial Fulfillment of
the Requirement for S1- Degree

By

**BAYAK DJAKASURIA
NPM. 1311040167**

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
2020.**

**THE INFLUENCE OF USING SELF-REGULATED LEARNING
STRATEGY TOWARDS STUDENTS' WRITING ABILITY
AT THE NINETH GRADE OF SMP MA'ARIF SINDANG
AYU IN THE ACADEMIC YEAR OF 2019/ 2020**

A Thesis

Submitted as a Partial Fulfillment of
the Requirement for S1- Degree

By

BAYAK DJAKASURIA

NPM. 1311040167

Study Program : English Education

Advisor : Syofnidah Ifrianti, M.Pd

Co-advisor : M. Sayid Wijaya, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
2020**

ABSTRACT

THE INFLUENCE OF USING SELF REGULATED LEARNING STRATEGY TOWARDS STUDENTS' WRITING ABILITY AT THE NINETH GRADE OF SMP MA'ARIF SINDANGAYU SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

Writing is the hardest skill by some students. The aspects of writing are such as content, organization, vocabulary, grammatical and mechanical. Teaching writing need appropriate learning strategy so that the students will learn the aspects of writing easily and accurately. For this reason, self-regulated learning strategy is suitable to be implemented in teaching learning process. The objective of this research is to know whether there is significant influence using self-regulated learning strategy towards students' writing ability at the ninth grade of SMP Ma'arif.

In this research, the researcher used quantitative research. The researcher used pre experimental one group pretest and posttest design. The sample was taken from one class which consisted of 30 students. The treatment was held in 2 meetings, 2 x 40 minutes for each. The population of this research was the the ninth grade of SMP Ma'arif. In collecting the data the researcher used instrument in the form written test. After administering pre test and post test, the researcher analyzed the data which were normal distribution and homogeneous by using SPSS to compute paired sample t-test.

From the data analysis computed by using SPSS, it was obtained that Sig. = 0.000 and $\alpha = 0.05$. It means that H_a is accepted because Sig. $< \alpha = 0.000 < \alpha 0.05$ in other words, there was influence of using self-regulated learning strategy towards students' writing ability at the ninth grade of SMP Ma'arif.

Keywords: *learning strategy, quantitative research, recount text, self-regulated, writing ability.*

DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Self Regulated Learning Strategy Towards Students’ Writing Ability at Nineth Grade of SMP Ma’arif Sindang Ayu in the Academic year of 2019/2020” is definitely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, Desember 2020

Declared by



Bayak Djakasuria
1311040167



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarama Bandar Lampung Telp. (0721) 703260

APPROVAL

**Title : THE INFLUENCE OF USING SELF REGULATED
LEARNING STRATEGY TOWARDS STUDENTS'
WRITING ABILITY AT THE NINETH GRADE OF
SMP MA'ARIF SINDANG AYU IN THE ACADEMIC
YEAR 2019/2020**

Student's Name : BAYAK DJAKASURIA
Student's Number : 1311040167
Study Program : English Education
Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty
State Islamic University of Raden Intan Lampung

Advisor,

Syofnidah Ifrianti, M.Pd
NIP: 196910031997022002

Co-Advisor,

M. Sayid Wijaya, M.Pd
NIP: 198803172015031006

**The Chairperson
of English Education Study Program**

Meisuri, M.Pd
NIP: 198005152003122004



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. kol. H. Endro Suratmin Sukaramo Bandar Lampung Telp. (0721) 703260

ADMISSION

A thesis entitled: **"THE INFLUENCE OF USING SELF REGULATED STRATEGY TOWARDS STUDENTS' WRITING ABILITY AT THE NINETH GRADE OF SMP MA'ARIF SINDANG AYU IN THE ACADEMIC YEAR OF 2019/2020"**, by: **BAYAK DJAKASURIA, NPM: 1311040167**, Study Program: **English Education**, was tested and defended in the examination session held on: **Monday, December 21st 2020**.

Board of Examiner:

Chairperson : Dr. Oki Dermawan, M.Pd

Secretary : Dian Reftyawati, M.Pd

Primary Examiner : Dewi Kurniawati, M.Pd

Secondary Examiner: M. Sayid Wijaya, M.Pd

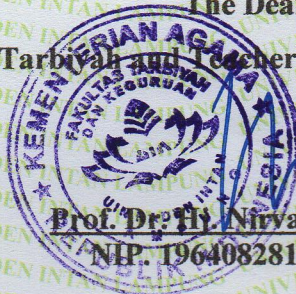
Tertiary Examiner : Syofnidah Ifrianti, M.Pd

The Dean of

Tarbiyah and Teacher Training Faculty

Prof. Dr. H. Nirva Diana, M.Pd

NIP. 196408281988032002



MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun, by the pen and what they write”

(Qur'an: Al-Qalam: 1)¹

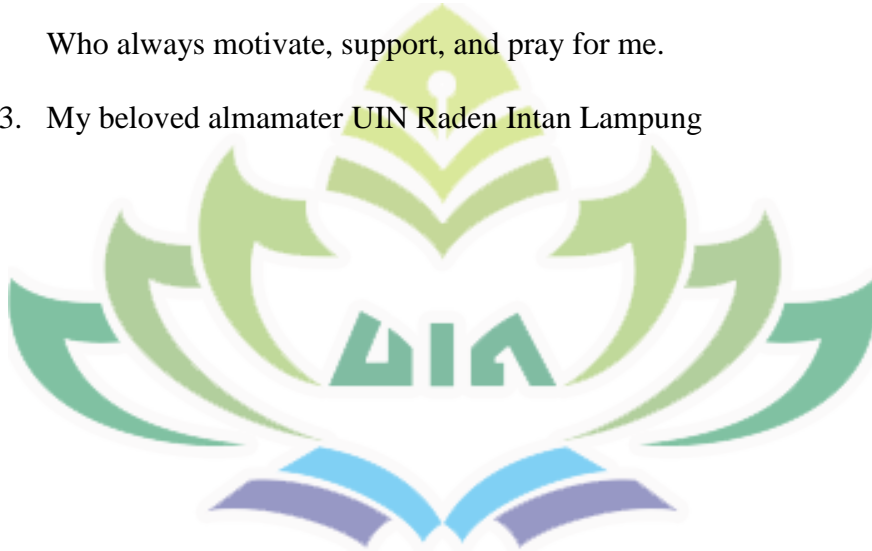


¹ Abdul Aziz abdur ra'auf, *Mushaf Al-Qur'an Terjemahan* (Depok: Al-Huda, 2002)

DEDICATION

This thesis is dedicated who cares and love me. I would like to dedicate this thesis to:

1. My beloved parents Mercy Mabror and Ms. Nia Selfiana who always support, educate, accompany and pray for me to be successful in my study and my life.
2. My beloved sister and brother Nisrina Shaumsi and Akhmad Maulana Who always motivate, support, and pray for me.
3. My beloved almamater UIN Raden Intan Lampung



CURRICULUM VITAE

The name of the researcher is Bayak Djakasuria. He was born in Jakarta on August 14th, 1995. He is the first child from Mr. Mercy mabror and Ms. Nia Selfiana. He has a brother and sister, Nisrina Shaumsi and Akhmad Maulana.

He started her study at SD Al Azhar 1 Bandar Lampung and graduated in 2007. After that, He continued to SMPN 21 Bandar Lampung and graduated in 2010. Then, He continued at MAN 1 Model Bandar Lampung and graduated in 2013. In the same year he was registered as a student of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, majoring English Education.



ACKNOWLEDGEMENT

First of all, praise to Allah, the Almighty, the Most Merciful, and the Most Beneficent who always gives His blessing and mercy to the researcher during her study to complete this final project. Peace upon the great messenger Prophet Muhammad SAW, his families, companies, and followers until the end of life.

In accomplishing of this thesis, the researcher would like to express her gratitude to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personnel, who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of the thesis.
2. Meisuri, M.Pd, the Chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Syofnidah Ifrianti, M.Pd. as the advisor who patiently guided the researcher until the completion of this thesis.
4. Sayid Wijaya, M.Pd, as the co-advisor, who has always patiently guided and spent countless time that has given to researcher to correcting and finish the thesis.
5. The English Department Lecturers of UIN Raden Intan Lampung
6. The headmaster, the teachers, and all students of ninth grade of SMP MA'ARIF Sindang Ayu South Lampung for allowing to conducting the research and giving contribution while the researcher there.

7. All of his family, especially Mr, Mercy Mabror and Mrs Nia Selfiana, his lovely brother Akhmad Maulana and sister Nisrina Shaumsi who always give her love, support, motivation and advice in accomplishing her study.
8. All of his beloved friend in English Study Program of UIN Raden Intan Lampung, especially Rizki Anggraini S.Pd, Reka Anggraini S.Pd, Ratih Anggraini S.Pd who always give me help, pray, support and kindness in finishing this thesis.
9. All of his beloved friends Anadia Ulfa S.S, M. Aulia Rachman S.H.,M.H, Dewangga Angger Prakoso, Irfan Hammadi Ahadis S.T, Agung Laksono S.T, Dwina Arif Audrian S.H.,M.H, Jeshinta Fathania Putri S.H Who always motivate, support, and pray for me.

My Allah bless and give in return for every help they did to the researcher.
Finally, it is expected that the thesis can be benefit to all. Aamiin

Bandar Lampung, Desember 2020
The Researcher,

Bayak Djakasuria
NPM. 1311040167

TABLE OF CONTENTS

	Page
ABSTRACT	ii
DECLARATION.....	iii
APPROVAL	iv
ADMISSION.....	v
MOTTO	vi
DEDICATION.....	vii
CURRICULUM VITAE.....	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS.....	x
LIST OF TABLES	xi
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	6
C. Limitation of the Problem	6
D. Formulation of the Problem	6
E. Objective of the Research	7
F. Significance of the Research	7
G. Scope of the Research.....	7
CHAPTER II FRAME OF THEORIES, FRAME OF THINKING AND HYPOTESIS	
A. Frame of Thinking	9
1. Concept of Writing	9
2. Elements of Writing	14
B. Concept of Self-Regulated Learning Strategy	16
1. Definition of Self-Regulated Learning Strategy	16
2. Processes of Self-Regulated Learning Strategy	19
3. Stages of Self-Regulated Learning Strategy	21
C. Concept of Text.....	25
1. Definition of Text	25
2. Text Types	26
D. Concept of Recount Text	29
E. Generic Structure of Recount Text.....	29
F. Example of Recount Text.....	30

G. Advantages of SLRS.....	31
H. Disadvantages of SLRS	32
I. Concept of Lecturing Technique.....	32
J. Frame of Thinking.....	33
K.Hypotesis	33

CHAPTER III RESEARCH METHODOLOGY

A. Research Design	34
B. The Variable of Research.....	34
C. Operational Definition of Variable	35
D. Population, Sample and Sampling Technique	35
E. Data Collecting Technique.....	36
F. Research Instrument	36

CHAPTER IV RESULTS AND DISCUSSION

A. Result of the Research	46
1. Result Pre-test in Experimental Class	46
2. Result of Post-test in Experimental Class	47
B. Result of Data Analysis	48
1) Fulfillment of the Assumption	49
a. Result of Normality Test	49
b. The Result of Homogeneity Test.....	50
c. The Result of Hypothetical Test.....	51
C. Discussion	52

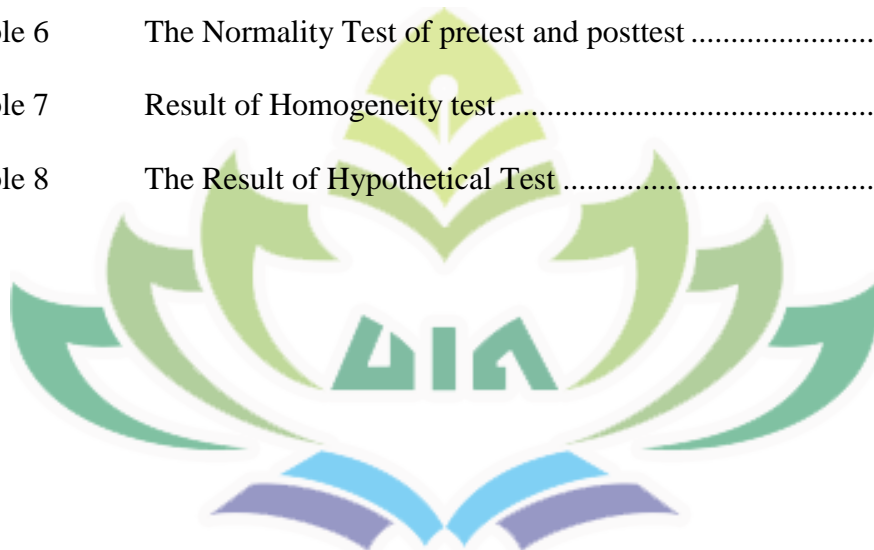
CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	54
B. Suggestion	54

REFERENCES

LIST OF TABLES

Table 1	Students' Daily Examination Score of Recount at the Ninenth grade of SMP Ma'arif Sindang Ayu Lampung Selatan in 2019/2020 Academic Year.....	3
Table 2	Scoring System of Writing Test.....	39
Table 3	Scoring System of Writing Test.....	46
Table 4	The Result of the Pre-test in Experimental Class.....	47
Table 5	The Result of Post-test in Experimental Class.....	48
Table 6	The Normality Test of pretest and posttest	49
Table 7	Result of Homogeneity test.....	50
Table 8	The Result of Hypothetical Test	51



LIST OF APPENDICES

- APPENDIX 1 Script Interview in The Preliminary Research, Student 58
- APPENDIX 2 Script Interview in The Preliminary Research, Teacher 64
- APPENDIX 3 Writing Instrument
- APPENDIX 4 Validation of The Instrument
- APPENDIX 5 Lesson plan of Control Class
- APPENDIX 6 Lesson Plan of Experimental Class First Meeting
- APPENDIX 7 Lesson Plan of Experimental Class Second Meeting
- APPENDIX 8 Result of Pretest
- APPENDIX 9 Result of Posttest
- APPENDIX 10 Reliability of Students' Writing Pretest
- APPENDIX 11 Reliability of Students' Writing Posttest
- APPENDIX 12 Documentation of the Research
- APPENDIX 13 Students writing task

CHAPTER I

INTRODUCTION

This chapter discusses several points, i.e. introduction that deals with background of the problems, identification of the problems, limitation of the problems, formulation of the research questions, objectives of the research, significance of the research, scope of the research, and definition of term.

A. Background of the Problem

There are some languages in the world. One of them is English. English is one of the international languages used by many people in the world and in many areas of everyday life. According to Hutchinson, English became accepted International language of technology and commerce, it created a new generation of learners who knew specifically why they were learning English.¹ English has been used by almost all countries in the world either as native, second, or foreign language.

In Indonesia, English is a foreign language. It means that it is not used in all daily activities in social life, but it is only taught in school. According to Broughton, English as foreign language means that it is taught in schools, often widely, but it does not play an essential role in national or social life.² It means that English has taught in the school, but it does not play an essential role in national or social life.

¹Tom Hutchinson, *English for Specific Purposes-A learning-centred approach*, (New York: Press Syndicate, 1987), p.1

²Geoffrey Broughton, *Teaching English as Foreign Language*, (New York: Longman, 1980), p. 6

Effective communication is the result of learning a second language and learning the second language includes the use of four main skills including listening, speaking, reading, and writing. Writing is one of the skills in English which demands the students are able to express their feeling and ideas in written form. According to Susanto, writing is a process of expressing ideas or thoughts in words that should be done at our leisure. Writing can be very enjoyable as we have the ideas and the means to achieve it.³ In other words, it can be said that writing is a process to express ideas and by writing people can send their ideas to another.

The aspects of writing include the use of vocabulary, structure of the sentence, composition of the sentence, spelling, and punctuation. In addition, if the students want to write they should have more vocabularies to develop their ideas. Besides, the students do not only use vocabulary, but they should understand about structure of the sentence for instance about the grammar that is used. In other word, there are composition of the sentence, spelling, and punctuation. They can help the students to reinforce the new vocabulary, ideas, and structures in the text.

Text is a unit which has the meaning in the context. According to Hartono, text is a unit of meaning which is coherent and appropriate for its context.⁴ In addition, text is something in writing section which is coherent and appropriate for its context.

³Sutanto, *et. al*, *English for Academic Purpose: Essay Writing*, (Yogyakarta, Andi yogyakarta, 2007), p.20

⁴Rudi Hartono, *Genres of Texts* (Semarang: UNNES, 2005), p. 4

Based on the preliminary research in SMP Ma'arif Sindang Ayu Sounth Lampung on October 17, 2020, the researcher conducted an interview with one of the English teachers there, Mr. Ali.⁵ She said that the students were not be attention and difficult to explain the material. In addition, they were lack in writing ability and they are lazy to practice. It can be seen from the students' score in English. The score was displayed in table 1

Table 1.1
Students' Daily Examination Score of Recount at the Nineth grade of SMP Ma'arif Sindang Ayu Lampung Selatan in 2019/ 2020 Academic Year

No	Class	Score >72	Score ≤72	Total
1	IX A	12	20	32
2	IX B	11	20	31
Total		23	40	63
Percentage		36.25%	63.77%	100%

Source: English teacher' documentation score of SMP Ma'arif Sindang Ayu

Based on the table above, the total students categorized were failed is higher than the the students passed category. There were 40 students in categorized failed and 23 students in passed category. It could be inferred that the achievement of the students in writing subject is relatively low. The teacher also said that the problems are the lack in vocabulary and they are lazy to practice.

Besides doing the interview with the teacher, the researcher also talked to some of the students.⁶ They felt more difficult to learn English than other subject. They faced difficulty in writing ability and they were lazy to practice.

⁵Ali, S.Pd, *The English' Teacher of The Nineth Grade, SMP Ma'arifSindangAyu Lampung Selatan.*

⁶Dian Hartati, SintyaPutri, DafitPermadi, *The students at the nineth grade*

Teaching-learning process basically is a process in which teachers and students interact each other. This process needs students' active role. Furthermore, the teacher should use learning strategy to make students enjoy and fun, and be an active student in teaching and learning English process. There are some of learning strategies in teaching and learning English. One of them is self-regulated learning strategy.

According to Good and Brophy cited in Aregu, they state that self-regulated learning is as a process of active learning in which students take responsibility for encouraging themselves to understand materials they deal with, to accomplish tasks, to monitor what they do, to assess their strengths and weaknesses, and to take corrective action based on self-evaluation reports.⁷ It means that by using self-regulated learning strategy, the students will understand the material, to set goals for their learning, and then try to monitor, regulate, and control their cognition, motivation, and behavior.

There are many some of previous researchers in self-regulated learning strategy. They are: The first previous research was conducted by Mansoor. The present study examined the effect of self-regulated strategy development (SRSD), an instructional model to teach writing, on writing performance and writing motivation of EFL learners.⁸ To this end, 30 pre-intermediate EFL writers received a ten-session self-regulatory strategy development instruction on persuasive writing with specific focus on planning, goal setting, monitoring,

⁷Aregu, 2013, Enhancing self-regulated learning in teaching spoken communication: Does it affect speaking efficacy and performance?, *Electronic Journal of Foreign Language Teaching*, 10 (1), 155-157

⁸Fahim, Mansoor, 2015, Applying self-regulated strategy development model of instruction to teach writing skill: Effects on writing performance and writing motivation of EFL learners. *International Journal of Research Studies in Education*, 4 (2), 257-266

and evaluating. Several instruments including persuasive probes together with a validated Writing Motivation Questionnaire were utilized to collect data. The comparison of pretest and posttest scores on different measures revealed that SRSD instructional model resulted in improved writing performance of EFL learners. Moreover, the results of data analysis indicated an increase in the motivation of participants as regards foreign language writing.

The second previous study was done by Samani. This research was the efficacy of Self regulated learning strategy in Enhancing Intermediate Iranian EFL Learners' meta-cognitive Awareness and Listening Skill.⁹ The current study aimed to investigate the effect of self-regulated strategy development on listening comprehension of Iranian EFL learners. For the purpose of data analysis, both independent sample t-test and paired-sample t-test were run to investigate the significance in the learners' performance in terms of the treatment and a correlation was run to measure the meta-cognitive awareness.

Considering the previous research above, it can be found that there were some differences among the previous researches with this research. In the first previous research conducted the research about applying self-regulated strategy development model in writing performance and writing motivation. The researcher focused on persuasive writing and writing motivation questionnaire. The second previous research, the researcher conducted the research about the efficacy of self-regulated strategy development in enhancing intermediate of

⁹Samani, 2015, The Efficacy of Self-Regulated Strategy Development in Enhancing Intermediate Iranian EFL Learners' Metacognitive Awareness and Listening Skill, *Journal of Applied Linguistics and Language Research*, 2 (4), 222-235.

EFL learners' metacognitive awareness and listening skill. It means that the researcher focused on learners' metacognitive awareness and listening skill.

From those previous research on Self-regulated Learning Strategy, it will increase the students' writing ability and it makes the activity among the teacher and students in the classroom more enjoyable and interesting.

Therefore, in line with the explanations above and the strong desire of finding solution of the problems, the researcher would like to research about "The Influence of Using Self-Regulated Learning Strategy Towards Students' Writing Ability in the Eighth Grade of SMPMa'arif Sindang Ayu South Lampung in the Academic Year of 2020/ 2021".

B. Identification of the Problem

Based on the background of the problem, the researcher found several problems as follows:

1. The students still find difficulties to develop their ideas
2. The students still face difficulty in grammar mastery
3. The students are lack in vocabulary

C. Limitation of the Problem

In this research, the researcher focused on recount text to teach writing skill.

D. Formulation of the Problem

Based on the background of the problem above, the researcher made a formulation of the problem whether influence of using self-regulated learning strategy towards students' writing ability.

E. Objective of the Research

Referring the formulation of the problem above, the objectives of the research wasas follows to know whether influence of using self-regulated learning strategy towards students' writing ability.

F. Significance of the Research

The uses of the research are:

1. For the students

By using self-regulated learning strategy, it is hoped that the students will be more interested and motivated in learning English, so that their English writing will be increased.

2. For the teacher

By using self-regulated learning strategy, the teachers can improve their creativity in teaching learning process, so the goal of learning can be achieved.

3. For the Institution

It is expected that this research can provide useful input in improving the quality of learning in the school.

G. Scope of the Research

The scope of this research is as follows:

1. The Subject of the Research

The subject of this research was the students at the first semester of the nineth grade at SMPMa'arif Sindang Ayu.

2. The Object of the Research

The object of this research was teaching recount text writing using self-regulated learning strategy.

3. The Place of the Research

The research was conducted in SMP Ma'arif Sindang Ayu.

4. The Time of the Research

The research was conducted at the two meetings.



CHAPTER II

FRAME OF THEORIES, FRAME OF THINKING AND HYPOTESIS

A. Frame of Theories

1. Concept of Writing

According to Pardiyono, in language skills category, writing still as been looked on skill is the most hard between speaking and reading by some students.¹⁰ In other word, writing skill is the most hard because it is measurement against a list criterion which includes content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation.

According to Mckay, writing is both of process and a product.¹¹ In other word, the process of writing are thinking, drafting, and revising. The students can express their ideas by thinking, drafting, and revising. Written products are the result of thinking, drafting, and revising procedures that require specialized skillsthat not every speaker develops naturally such as purpose, audience, clarity, unity, and coherence.

The process of writing are thinking, drafting and revising. The students can express their ideas by thinking, drafting and revising. According to Harmer, writing cannot be produced instantly; it needs process that is the stages a writer goes through in order to produce something in it final writing form.¹² Therefore, in writing the students should focus on how to generate ideas, organize the ideas coherently, use discourse markers and

¹⁰Pardiyono, *12 Writing Clues for Better Writing Competence* (Yogyakarta: Andi Offset, 2006), p. 1

¹¹ Penny Mckay, *Assessing Young Language Learners* (Cambridge: Cambridge University Press, 2008), p. 245

¹² Jeremy Harmer, *How to Teach English* (London: Longman, 1998), p. 79

theoretical conventions, revise text for clearer meaning, edit text and produce a final product. On the other hand, the teachers will need to encourage students to plan, draft and edit in this way, even though this may be time-consuming and may meet, initially, with some resistance on their part.

The process of writing as follows:¹³

a. Planning (pre-writing)

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thought for getting started. In the prewriting step, the students get ideas to write about. Taking notes is one way to gather ideas. Another way to get ideas is called free-writing. Then write whatever sentences come into your mind about the topic. Write horizontally across the paper as the students do when the students write a letter. In this study, the students try to order their ideas and arrange them according to their priorities. The students put the ideas into subsist based on the main idea and eliminate all the irrelevant ones.

b. Drafting (writing)

At the drafting stage, the students are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. In this case, the students begin to write down their ideas based on composition the main ideas in prewriting stage. The students can consult their ideas to the teachers and ask their help to arrange the sentence

¹³Ibid, p. 113

structures. Responding to students' writing by the teacher has a central role to play in the successful implementation of writing process.

c. Revising (re-drafting)

When the students revise, the students review their draft on the basis of the feedback given in the responding stage. Students reexamine what is written to see how effectively. The students have communicated their meanings to the reader. In this stage, the students are rewriting their draft after getting feedback from the teachers. Revising is not merely checking for language errors the students writing but it is done to improve global content and the organization of ideas so that students' intent is made clearer. In this stage, the students improve their writing product based on the revision from the teacher.

d. Editing

Editing within writing process is meaningful because the students can see the connection between such an exercise and their own writing in that correction is not done for its own sake but as part of the process on making communication as clear and unambiguous as possible to a reader. However, the students do not always expect to know where and how to correct every errors. At this last stage, the students are engaged in their texts as the students prepare the final draft for evaluation by the teacher. The students edit their own for grammar, spelling, punctuation, diction, sentence structures and accuracy of supportive textual material such as quotations, examples, and the like. In this study, the students correct

again their own writing after the teacher gives some critics for them (connection between sentences, grammar, diction, and so on) before the students' writing is given to the teacher for final evaluation.

Written products are the result of thinking, drafting, and revising procedures that require specialized skills, that not every speaker develops naturally. The upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.¹⁴ In addition, the students should know the measurement in writing which concludes content, organization, vocabulary, grammatical, and mechanical.

According to Tribble, the measurement of writing is task fulfillment or content, organization, vocabulary, grammatical, and mechanical.¹⁵ In addition, content are considerable variety of ideas or argument, independent and through interpretation of the topic, accurate detail. Furthermore, organization includes fluent expression, ideas clearly stated and supported, appropriately organized paragraphs or section, logically sequenced (coherence), connectives appropriately used (cohesion), moreover, vocabulary includes accurate word or idiom choice and usage,

¹⁴ Brown Douglas, *Teaching by Principle: An Interactive Approach to Language Pedagogy* (New Jersey: Longman, 2th edition, 2000), p. 335

¹⁵ Christopher Tribble, *A sceme for Teacher Education (writing)* (New York: Oxford University Press, 1996), p. 130

appropriate selection to match register. In addition, language includes confident handling of appropriate structures, hardly any errors of agreement, tense, number, word, order, articles, pronouns, preposition, meaning never obscured. In other word, mechanics includes demonstrates full command of spelling, punctuation, capitalization, layout.

Writing is different from teaching other language skill. Harmer said that by far the most important reason for teaching writing, of course, is that a basic language skill.¹⁶ According to Harmer, he said that students need to learn and practice the art of putting word together in well-formed sentence, paragraphs and texts.¹⁷ Teaching writing covers teaching of a language ability and organization of ideas. Writing is one of language skill in communication, thinking, of this we can state that combination of teaching and unique activity in writing.

In this situation, grammatical accuracy and clear exposition are often the main criteria of good writing.¹⁸ In the other word, the aspect in writing is about the grammatical accuracy and clear exposition is often the main criteria of good writing. Besides, we not only focus on grammatical, but also we should focus on the mechanics and language.

Mechanics help to reinforce the new vocabulary, Ideas, and structures in the text. To present the section, the teacher should explain the rule of

¹⁶ Harmer, *How to Teach English* (Longman: London, 1998), p. 79

¹⁷ *Ibid*, p. 55

¹⁸ Ken Hyland, *Teaching and Researching Writing second edition* (New York: Longman, 2002), p. 8-9

punctuation or capitalization to the class, and write the example.¹⁹ In addition, the student should be attention on mechanic in sentences, vocabulary, punctuation, spelling, and so on.

Based on the description above, the researcher concludes that writing is thinking process of expressing ideas and as process thought in the words. In addition, the students also need to learn the well-formed sentence, paragraph, and texts. Besides, writing is also about the language ability and organization of ideas.

2. Elements of Writing

To produce good writing, someone should consider some elements of good writing: purpose, audience, clarity, unity and coherence.²⁰

a. Purpose

Someone has to focus on the purpose of his/her writing since this will affect what language that will be used and how it is used.²¹ Therefore, different purpose will provoke different kinds of writing. For example, if someone intends to attract appropriate applicants for a vacancy for his/her company, he/ she may write advertisement in written form. Effective writers usually have a purpose in mind and construct their writing with a view to achieving that purpose.

¹⁹Patricia Wilcox Peterson, *Developing Writing* (Washington: United States Department of State, 1982), p. 9

¹⁵ Richard Walkers, Five Elements of Good Writing, Available on: <http://richardwalker-teachingportfolio.files.wordpress.com/2011/01/five-elements-of-good-writing.pdf>, Accessed on: June, 20th 2014

¹⁶ Jeremy Harmer, *Op. Cit.*, p 15

b. Audience

Whenever writing, someone needs to consider his/her audience, that is, the people who will read what his/her has written. Knowing the audience will help writer to communicate clearly and effectively.²² The intended reader of the writing recognizes instantly what kind of writing it is.

c. Clarity (Cohesion)

Clarity or cohesion is the grammatical and/or lexical relationships between the different elements of a text. This may be the relationship between different sentences or between different parts of a sentence.²³

d. Unity

Unity means that there is only one main idea in a paragraph. The main idea is stated in topic sentence, and then each and every supporting sentence develops that idea.²⁴

e. Coherence

Coherence is the relationships which link the meanings of utterances in a discourse or of the sentences in a text. In written texts coherence refers to the way a text makes sense to the readers through the organization of its content, and the relevance and clarity of its concepts and ideas.²⁵ Furthermore, according to Oshima and Hogue, coherence means that the paragraph or text is easy to read and understand because 1) the supporting sentences are in some kind of logical order and 2) the ideas

¹⁷ Alice Oshima and Ann Hogue, *Writing Academic English*, Longman, New York, 3rd edition, 1991, p 2

¹⁸ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Longman, London, 3rd edition, 2002, p 86

¹⁹ Alice Oshima and Ann Hogue, *Op. Cit.*, p.18

²⁰ Jack C. Richards and Richard Schmidt, *Op. Cit.* p 85

are connected by the use of appropriate transition signals.²⁶ Moreover, when a text is coherent, the reader can understand at least two things: the writer's purpose and the writer's line of thought.²⁷

Based on the explanation above, the writer concludes that students want to make sentences in the written form, the students should know the elements of writing to make the good written. The process is to be good writing, there some elements of writing that is purpose, audience, clarity, unity, coherence.

B. Concept of Self-Regulated Learning Strategy

1. Definition of Self-regulated Learning Strategy Writing Instruction

The term self-regulated learning is defined in different ways by different scholars. But most of them have seen to define it similarly, or with very little differences. Good and Brophy cited in Aregu defined self-regulated learning as a process of active learning in which students take responsibility for encouraging themselves to understand materials they deal with, to accomplish tasks, to monitor what they do, to assess their strengths and weaknesses, and to take corrective actions based on self-evaluation reports.²⁸ It means that the strengness of using self-regulated learning strategy, the students understand the materials, to accomplish tasks, to monitor what they do, to assess their strengths and weaknesses, and to take corrective actions based on self-evaluation reports

²¹Alice Oshima and Ann Hogue, *Loc. Cit.*

²² Jeremy Harmer, *Op. Cit.* p 24-25

²⁸Aregu, 2013, Enhancing self-regulated learning in teaching spoken communication: Does it effect speaking efficacy ad performance. *Electronic Journal of Foreign Language Teaching*, 10 (1), 155-157

In addition, according to Pitrich cited in Aregu explains self-regulated learning as an active and constructive process whereby students set goals for their learning, and then they try to monitor, regulate, and control their cognition, motivation, and behavior guided and constrained by their goals, and the contextual features in the environment.²⁹ It means that the process of self regulated includes on goals, monitor, regulate, and control their cognition, motivation, and behavior.

Self-regulated strategy development is a recent instructional approach to writing skill which combines powerful writing strategies with strategies for self-regulation in the process of L2 writing. In other words, such an approach combines strategy instruction with explicit instruction on self-regulation procedures. According to Harris, Graham, Masson, and Friedlander cited in Mansoor, self-regulated strategy development not only addresses writing difficulties, but also examines attitudes and beliefs about writing, motivation, and self-efficacy (self-confidence)³⁰ Self-regulated examines attitudes and beliefs about writing, motivation, and self-efficacy.

According to Graham and Harris, there are generally six stages involved in the self-regulated strategy development model of writing instruction which include developing and activating background knowledge, discussing it, modeling it, memorizing it, supporting it, and finally

²⁹Ibid

³⁰Fahim Mansoor, 2015, Applying self-regulated strategy development model of instruction to teach writing skill: effects on writing performance and writing motivation of EFL learners. *International Journal of Research Studies in Education*, 4 (2), 257-266

independent performance.³¹ It means that the stages of self-regulated strategy development of writing instruction are developing and activating background knowledge, discussing it, modeling it, memorizing it, supporting it, and finally independent performance.

The development of self-regulation in writing is an important instructional goal and such strategies can be explicitly taught to beginning and developing writers. The social cognitive model of self-regulated writing Flower and Hayes cited in Mansoor describes the self-initiated thoughts, feeling, and actions that writers use to attain various literacy goals including improving their writing skills and enhancing the quality of the compositions they create.³² It means that writers use to attain various literacy goals including improving their writing skills (thought, feeling, and actions).

In addition, Zimmerman cited in Jado mentioned that self-regulation comprises three major components; meta-cognitive processes, motivational processes, and behavior processes. Self-regulated learning includes students' meta-cognitive strategies for planning, monitoring, and modifying their cognition.³³ The students' management and control of their effort on classroom academic tasks have been proposed as another important component. A third important aspect of self-regulated learning that some researchers have included in their conceptualization is the actual cognitive strategies that students use to learn, remember, and understand the material.

³¹Graham and Harris, 1994, The effects of whole language on children's writing: A review of literature. *Journal of Educational Psychologist*, 29 (4).

³²Ibid

³³Jado, 2015, The effect of using learning journals on developing self-regulated learning and reflective thinking among pre-service teachers in Jordan. *Journal of Education and Practice*, 6 (5), 135-140

2. Processes of Self-Regulated Learning Strategies

To promote self-regulated learning strategy in the classrooms, teachers must teach students the self-regulated processes that facilitate learning. These processes often include: goal setting planning, self-motivation, attention control, flexible use of learning strategies, self-monitoring, appropriate help-seeking, and self-evaluation.³⁴

1. Goal Setting

Goals can be thought of as the standards that regulate an individual's actions. In the classroom, goals may be as simple as learning a good grade on an exam, or as detailed as gaining a broad understanding of a topic. Short-term attainable goals often are used to reach long-term aspirations. For example, if a student sets a long-term goal to do well on an exam, then he or she also may set attainable goals such as studying for a set amount of time and using specific study strategies to help ensure success on the exam.

2. Planning

Similar to goal setting, planning can help students self-regulate their learning prior to engaging in learning tasks. In fact, research indicates that planning and goal setting are complementary processes, as planning can help learners establish well thought out goals and strategies to be successful. Planning occurs in three stages: setting a goal for a learning

³⁴Zumbrunn, 2011, Encouraging self-regulated learning in the classroom: A review of the literature. *Metropolitan Educational Research Consortium*.

task, establishing strategies for achieving the goal, and determining how much time and resources will be needed to achieve the goal.

3. Self-Motivation

Self-motivation occurs when a learner independently uses one or more strategies to keep themselves on-track toward a learning goal. It is important to the process of self-regulation because it requires learners to assume control over their learning. Furthermore, self-motivation occurs in the absence of external rewards or incentives and can therefore be a strong indicator that a learner is becoming more autonomous. By establishing their own learning goals and finding motivation from within to make progress toward those goals, students are more likely to persist through difficult learning tasks and often find the learning process more gratifying.

4. Attention Control

In order to self-regulate, learners must be able to control their attention. Attention control is a cognitive process that requires significant self-monitoring. Often this process entails clearing the mind of distracting thoughts, as well as seeking suitable environments that are conducive to learning (e.g., quiet areas without substantial noise).

5. Flexible Use of Strategies

Successful learners are able to implement multiple learning strategies across tasks and adjust those strategies as needed to facilitate their progress towards their desired goals. In addition, the learners can achieve

their goals by applying appropriate learning strategy that can help them to be independent strategy users.

6. Help-Seeking

According to Butler cited in Zumbrunn, he states that contrary to popular belief, self-regulated learners do not try to accomplish every task on their own, but rather frequently seek help from others when they are necessary. Moreover, the learners achieve their task and help others by applying self-regulated.

7. Self-Evaluation

Students are more likely to become self-regulated learners when they are able to evaluate their own learning, independent of teacher-issued summative assessments. This practice enables students to evaluate their learning strategies and make adjustments for similar tasks in their future. Teachers can promote self-evaluation in the classroom by helping students monitor their learning goals and strategy use, and then make changes to those goals and strategies based upon learning outcomes. The teacher evaluate the students' exercise that used to know the students' achievement and the teacher could evaluate the students' difficulties.

3. Stages of Self-Regulated Strategy Development

Self-regulatory strategy development, according to Graham and Harris cited in Mansoor, encompasses six stages (1) Develop background knowledge, (2) Discuss it, (3) Model it, (4) Memorize it, (5) Support it and

(6) Independent performance.³⁵ In addition, to rise the self-regulated itself, the learners apply some stages. They are developing the background knowledge, discuss it, model it, support it, and independent performance.

In the first stage of self-regulated strategy development instruction model, as Graham and Harris cited in Mansoor argues that instruction will focus on ascertaining the fact that students process the necessary skills for strategy instruction.³⁶ For instance, students may be asked to read example texts and identify key components. The self-regulation procedures of goal-setting and self-monitoring are commonly presented during this stage. Students are taught how these procedures are used and why each is important throughout the writing process. A particular self-regulated strategy, such as argumentative writing strategy, is taught in the second phase of self-regulated strategy development approach. During this second stage, the specific strategy is selected to build upon the particular writing needs of the learners.

At the third stage of self-regulated strategy development instructional model, the teacher directly models the specific components of the new self-regulated strategy development strategy together with the procedures essential to the process of writing. During the fourth stage, developed for each self-regulated strategy development strategy, where each letter in the

³⁵Fahim Mansoor, 2015, Applying self-regulated strategy development model of instruction to teach writing skill: effects on writing performance and writing motivation of EFL learners. *International Journal of Research Studies in Education*, 4 (2), 257-266

³⁶Ibid

acronym stands for one of the elements of the steps involved in accomplishing the strategy.

Moreover, the writing strategy is collaboratively practiced during the fifth stage of self-regulated strategy development instruction through scaffolding on teacher's part. As a group, the teacher and students apply the new strategy together with an emphasis on fostering self-regulation skills. Throughout this stage of the model, the students, as contend, become more aware of the procedures of the strategy and practice setting goals, monitoring the self, and reinforcing their performance.

Finally, it is in the last stage of instruction that the students put their learning into use through independent use of the new strategy. The six stages function as a collection is to present students to new strategy and self-regulation procedures, hence helping the students to develop the self-regulatory strategies. The self-regulation procedures emphasizes in self-regulated strategy development instruction, asnormally starts with setting writing goals, monitoring one's use of the strategies involved, self-instruction, and finally reinforcing one's performance.

4. Procedure of Teaching Writing Ability using Self-regulated Learning Strategy

For suporting the research, the researcher gives a treatment to students using Self-regulated Learning Strategy. The researcher applies some steps in the teaching procedure. The researcher uses stages of self-regulated learning strategy to develop the procedure. The procedures are as follows:³⁷

³⁷Ibid

- a. The teacher asks students to read example texts and identify key components of the text (recount text).
- b. The teacher gives specific strategies using POW+OREO. POW (Pick my idea, Organize my notes, Write and say more) and OREO (Orientation, Events, and Reorientation). The specific strategy for recount text is exploited to help the students in generating ideas or sentences relevant to recount text.
- c. The teacher shows the students how to apply POW and the story part reminder and introduces the use self-statements (self-talk) as well.
- d. The teacher models how to write a good recount text. The teacher talks out loud how to plan and a write a recount text while following all the steps in POW (Pick my idea, Organize my note, Write and say more)
- e. The teacher states a topic “ My holiday” and then the teacher asks students to speak out several self-statement about that topic.
- f. The teacher asks students to organize their ideas based on the self-statements and include all of the recount text parts.
- g. The teacher and students set out to write a recount text collaboratively. They include all of the parts based on self-statements and OREO strategy (Orientation, Events, and Reorientation).
- h. The teacher asks students to make a recount text based on the teacher’s topic and they can choose their friend to be their partner to help them.
- i. The teacher checks their writing whether they have achieved the goal.

C. Concept of Text

1. Definition of Text

Text is a unit which has the meaning in the context. According to Hartono, text is a unit of meaning which is coherent and appropriate for its context.³⁸ Text is a human readable sequence of characters and the words they form that can be encoded into computer readable formats.

In other words, text has the meaningful in linguistic. According to Siahaan, text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or a clause, or a sentence or a discourse. A text of language is unique. Some languages may have some similarities in a text and they also have some differences.³⁹

Text can be concluded that it has the meaningful in linguistic and the unique language. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. Text can be a word or a phrase or a sentence or a discourse. A spoken discourse can be a monolog or a dialog or a conversation. Text can be a song or poetry or a drama or a lecture, and so on.

Based on explanation above, the writer concludes that text is a unit meaningful linguistic which coherent and appropriate in a context. In addition, text is a meaningful in linguistic. It can be a word or a phrase or a sentence or a discourse.

³⁸Rudi Hartono , *Genres of Text*(Semarang : UNNES, 2005), p4

³⁹Sangam Siahaan, *Generic Text Structure* (Pematangsiantar: Graha Ilmu, 2007), p 1-2

Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Every genre has a number of features which make the genre from other genres. Each genre has a specific purpose, an overall structure, specific linguistic features, and is shared by members of the culture.⁴⁰ The concept of genre is based on the idea that members of a community usually have little difficulty in recognizing similarities in the texts and the genre use frequently and are able to draw on its repeated experiences with such texts to read, understand and perhaps write the genre relatively easily.

2. Text Types

Text are divided into several types, they are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. These variation are known as genre.⁴¹

1. Narrative

Narrative text is a text to amuse or entertain the readers and to tell a story and always use simple past tense. The generic structure of narrative text are orientation, complication, resolution, reorientation.

2. Recount

Recount text is a text to retell something that happened in the past and to tell a series of past event. The generic structure of recount are orientation, event (s), reorientation.

⁴⁰Ken Hyland, *Teaching and Researching Writing second edition* (New York: Longman, 2002), p.15

⁴¹Isdaryanto, *Types of Text*, Available on: <http://understandingtext.blogspot.com/2008/03/text-types-complete-overview.html>, Accessed on september 11, 2013

3. Descriptive

Descriptive text is a text to describe a particular person, place or thing in detail. The generic structure of descriptive text are identification, description.

4. Report

Report text is a text to presents information about something, as it is. The generic structure are general classification, description.

5. Explanation

Explanation text is a text to explain the processes involved in the formation or working of natural or socio-cultural phenomena. The generic structure are general statement, explanation, closing.

6. Analytical Exposition

Analytical exposition text is text to reveal the readers that something is the important case. The generic structure are thesis, arguments, reiteration or conclusion.

7. Hortatory Exposition

Hortatory exposition text is a text to persuade the readers that something should or should not be the case or be done. The generic structure are thesis, arguments, recommendation.

8. Procedure

Procedure text is a text to help readers how to do or make something completely. The generic structure are goal/aim, materials/ equipments, step/method.

9. Discussion

Discussion text is a text to present information and opinions about issues in more one side of an issue ('For/Pros' and 'Against/Cons'). The generic structure are: issue, arguments for and against, conclusion.

10. Review

Review text is a text to critique or evaluate an art work or event for a public audience. The dominant generic structure are orientation, evaluation, interpretative recount, evaluation, evaluative semmation.

11. Anecdote

Anecdote text is a text to share with others an account of an unusual or amusing incident. The generic structure are abstract, orientation, crisis, reaction, coda.

12. Spoof

Spoof text is a text to tell an event with a humorous twist and entertain the readers. The generic structure are orientation, event (s), twist.

13. News Item

News item text is a text to inform readers about events of the day which are considered newsworthy or important. The Dominant generic structure are newsworthy event (s), background event (s), sources.

Based on the description above, the researcher concludes that text is text is a unit of meaning and text is meaningful of linguistic. A linguistic unit is a phoneme or a morpheme or a clause, or a sentence or a discourse. Text are divided into several types, they are narrative, recount, descriptive,

report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item.

D. Concept of Recount Text

According to Kanpp and Wastkins, recount text is a text tells someone what you have done.⁴² It means that recount text is a text retells what has been done by someone in the past. Anderson and Anderson in Yusnita states that recount is a text which list and describe past experiences by retelling events in the order in which they happened (chronological order).⁴³ In other words recount text is text tells of past experience sequentially and chronologically recounting events that have happened.

Based on those statements above, it can be concluded that recount text is a kind of a text that retell sequence series of events that have happened, to give the information to the readers about the past events.

E. Generic Structure of Recount Text

Recount text consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer. According to Knapp and Watkins the generic structures of recount consist of orientation, sequence of events, and evaluation stage are:⁴⁴

⁴² Peter Knapp & Megan Watkins, *Generic Text, Grammar* (Sidney Australia: University of New South Wales Press Ltd, 2005), p.29

⁴³EniYusnita, ClarrySada and DewiNovita, "Improving Students' Recount Text Writing by Using Picture Series", (Tanjungpura University Pontianak, 2012), p.3

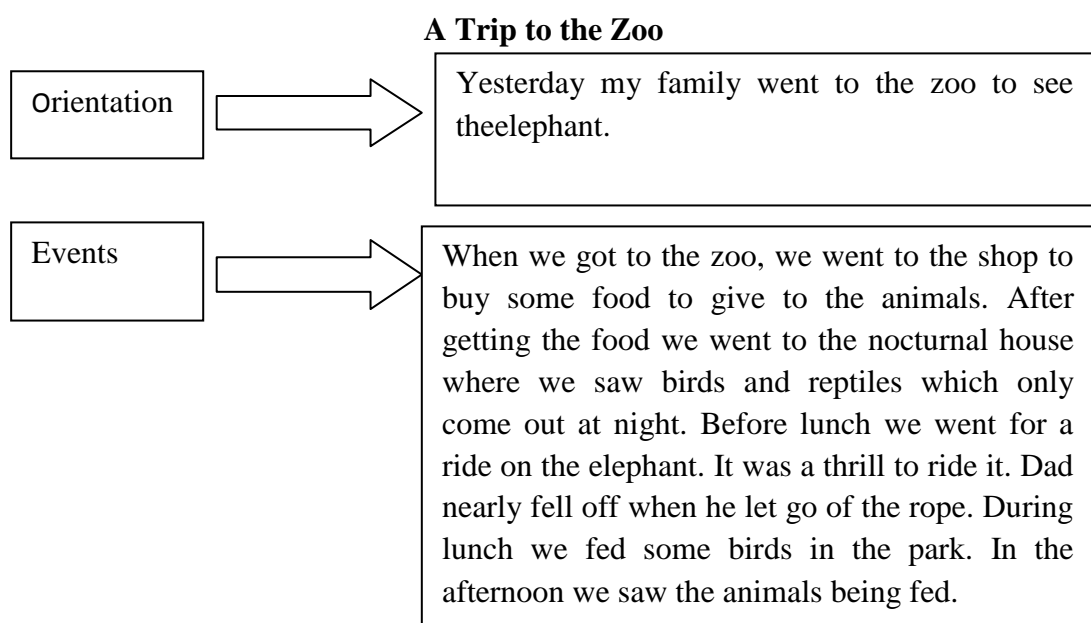
⁴⁴Peter Knapp & Megan Watkins, *Generic Text, Grammar* (Sidney Australia: University of New South Wales Press Ltd, 2005), p.29

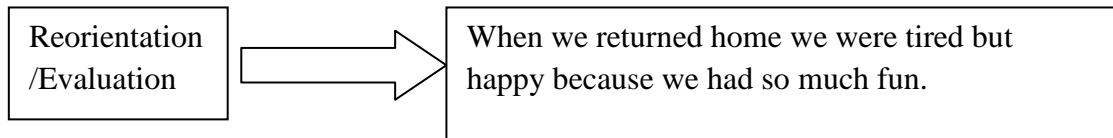
- a. Starting with the orientation stage, point out what orientations do in recounts they indicate to the reader the people involved, the time and the place.
- b. The sequence of events stage normally sets up a sequence of events in time and circumstance.
- c. The evaluation stage is optional, but it normally provides some interpretation by the writer of what has happened.

Based on those explanations, it can be concluded that generic structures of recount consist of schematic structures. Such as orientation, the sequence of events, and the evaluation. Every structure of recount text has a strong influence in building the storyline so that it can inform the readers about events in the past. Recount text has special language feature, those are, explains the events what happened in the past and tell the sequence of events that happened to inform the reader.

F. Example of Recount Text

The following is example of personal recount text.





G. Advantages of Self-Regulated Learning Strategy

A self-regulated cycle helps students enhancing their learning and perception of control over the learning process. So, regarding this view point to learning process, recent research in the field of self-regulated learning has emphasized the important role of locus of control dimensions and attributions as motivational variables of self-regulated learning.⁴⁵ It means that the benefits of self-regulated are enhancing their learning, control their learning process, and giving a motivation.

In addition, Self-regulated learning can contribute a lot to the improvement of not only achievements, but also self-beliefs and related variables, as the more internalized and integrated the regulation of behavior, the more the students will develop confidence and other affects.

Once, at the very beginning of the scientific era of educational psychology (i.e., behaviorism), learners were considered as passive and dependent individuals. It was the teacher who assumed the sole responsibility in the teaching and learning process. He or she could choose long and short term goals, determine the type of activities to be done in the classroom, provide teaching materials, and even set the time and the context for learning.

⁴⁵Zimmerman, B.J, 2002, Becoming a Self-Regulated Learner: An Overview Theory Into Practice, 41 (2), p. 65-66

H. Disadvantages of Self-Regulated Learning Strategy

The disadvantages of self-regulated learning strategy, they are as follows:

1. Only a small number of students ever become great self-regulators due to the lack of instructional processes that promote self-regulated learning in their lives.
2. If a person experiences failure and decreased self-efficacy, it could affect their ability and desire to self-regulate.

I. Frame of Thinking

Writing skill is the most hard because it is measurement against a list criterion which includes content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation. There are some students face difficulties in aspects of writing.

Teaching-learning process basically is a process in which teachers and students interacts each other. This process needs students' active role. Furthermore, the teacher should use learning strategy to make students enjoy and fun, and be an active student in teaching and learning English process. There are some of learning strategies in teaching and learning English. One of them is self-regulated learning strategy.

Self-regulated learning as a process of active learning in which students take responsibility for encouraging themselves to understand materials they deal with, to accomplish tasks, to monitor what they do, to assess their strengths and weaknesses, and to take corrective action based on self-evaluation reports.

It means that by using self-regulated learning strategy, the students will understand the material, to set goals for their learning, and then try to monitor, regulate, and control their cognition, motivation, and behavior.

From those previous research on Self-regulated Learning Strategy, it will increase the students' writing ability and it makes the activity among the teacher and students in the classroom more enjoyable and interesting.

J. Hypothesis

The hypothesis of this research is as follows:

H_0 : There is no significant influence of using self-regulated learning strategy towards students' writing ability at the first semester of tenth grade at SMP Ma'arif Sindang Ayu Lampung Selatan in the academic year of 2020/ 2021.

H_1 : There is a significant influence of using self-regulated learning strategy towards students' writing ability at the first semester of tenth grade at SMP Ma'arif Sindang Ayu Lampung Selatan in the academic year of 2020/ 2021.

REFERENCES

- Aregu. 2013. Enhancing self-regulated learning in teaching spoken communication: Does it affect speaking efficacy and performance?, *Electronic Journal of Foreign Language Teaching*, 10 (1), 155-157
- Broughton, Georffey. 1980. *Teaching English as Foreign Language*. New York: Longman.
- Douglas, Brown. 2000. *Teaching by Principle: An Interactive Approach to Language Pedadogy* 2th edition. New Jersey: Longman..
- Fraenkel and Wallen. 2009. *How to Design and Evaluate Research in Education* 7th ed. New York: McGraw-Hill.
- Graham and Harris. 1994. The effects of whole language on children's writing: A review of literature. *Journal of Educational Psychologist*, 29 (4).
- Harmer, Jeremy. 1998. *How to Teach English*. London: Longman.
- Hartono, Rudi. 2005. *Genres of Texts*. Semarang: UNNES.
- Hutchinson, Tom. 1987. *English for Specific Purposes-A learning-centred approach*. New York: Press Syndicate.
- Jado. 2015. The effect of using learning journals on developing self-regulated learning and reflective thinking among pre-service teachers in Jordan. *Journal of Education and Practice*, 6 (5), 135-140
- John W. Creswell, *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 4th ed., 2012
- Knapp and Watkins. 2005. *Generic Text, Grammar*. Sidney: University of New South Wales Press Ltd.
- Mansoor, Fahim. 2015. Applying self-regulated strategy development model of instruction to teach writing skill: Effects on writing performance and writing motivation of EFL learners. *International Journal of Research Studies in Education*, 4 (2), 257-266
- Mckay, Penny. 2008. *Assessing Young Language Learners*. Cambridge: Cambridge University Press.

- Oshima and Hogue. 1991. *Writing Academic English 3rd edition*. Longman: New York
- Pardiyono. 2006. *12 Writing Clues for Better Writing Competence*. Yogyakarta: Andi Offset.
- Peterson, Wilcox, Patricia. 1982. *Developing Writing*. Washington: United States Department of State.
- Richards and Schmidt. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics 3rd edition*. London: Longman.
- Samani. 2015. The Efficacy of Self-Regulated Strategy Development in Enhancing Intermediate Irian EFL Learners' Metacognitive Awareness and Listening Skill. *Journal of Applied Linguistics and Language Research*, 2 (4), 222-235.
- Siahaan, Sanggam. 2008. *Issues in Linguistics*. Yogyakarta: Graha Ilmu.
- Sutanto, et. al. 2007. *English for Academic Purpose: Essay Writing*. Yogyakarta: Andi Yogyakarta
- Tribble, Christopher. 1996. *A scheme for Teacher Education (writing)*. New York: Oxford University Press.
- Walkers, Richard. 2014. Five Elements of Good Writing, Available on: <http://richardwalkerteachingportfolio.files.wordpress.com/2011/01/fiveelements-of-good-writing.pdf>, Accessed on: June, 20th 2014
- Yusnita, Sada and Novita. 2012. *Improving Students' Recount Text Writing by Using Picture Series*. Pontianak: Tanjungpura University Pontianak.
- Zimmerman. 2002. Becoming a Self-Regulated Learner: An Overview Theory Into Practice, 41 (2), p. 65-66
- Zumbrunn. 2011. Encouraging self-regulated learning in the classroom: A review of the literature. *Metropolitan Educational Research Consortium*